

Developing Local Folktale-Based English Materials for Teaching Speaking Skill in Senior High School

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ABSTRACT

This research was aimed to find out the learning needs of the tenth grade students at SMK-SMAK Makassar and to develop Local Folktale-Based English Materials for Improving Speaking Skill of the tenth grade students at SMK-SMAK Makassar. This research employs Research and Development with ADDIE Model. The subject of the research was the tenth grade students of SMK-SMAK Makassar in academic year 2017/2018 which consists of 35 students. Questionnaire and Focus Group Discussion for students and also interview for English teacher were chosen as the instruments for collecting the data which were then analyzed through 5 phases: Analyzing, Designing, Developing, Implementing, and Evaluation. The result of the research demonstrates that the questionnaire showed the students' learning needs who improve the students' speaking skill. It was proven by the result of the T-test (10.493) which was higher than T-table (2.032). Therefore, it is concluded that local folktale based English Materials were effective to be used as learning materials for improving students' speaking skill at SMK-SMAK Makassar.

Keywords: Local Folktale, English Materials, Speaking Skill.

INTRODUCTION

Speaking as one of the productive skills is essential to be developed in teaching and learning a language. O'Malley and Pierce as cited in Mansyur (2016) stated that among the four skills, speaking seems to be the most important skill that the learner should acquire. However, students get difficulties in speaking, particularly in expressing

minds and feelings because of limited vocabulary, the difference of word pronunciation and dialect from their mother tongue and lack of practice during the learning process. Furthermore, Floriasti (2013) stated that students faced some obstacles which come from internal problems, such as anxiety, worried about making mistakes, and lack of self-confident. But in fact, the main obstacles come from external.

Most of the teachers use the monotonous technique in teaching English subject in many years. They keep explaining the materials and give an assignment to the students without involving them in the teaching and learning process. Therefore, students are more often become a passive audience and rarely get a chance to practice their speaking skills. Besides, the teachers have an important role in decreasing the problems above. They should know how to boost students' communicative competence. It can be said that, although the students are interested in speaking, it will be useless if they do not get any opportunity to practice. Hence, one way to solve the problem is by providing creative materials along with interesting activities.

Teachers use a textbook as the references in teaching. The learning materials which they choose should be appropriate to the syllabus and students' needs. According to Tomlinson (1998), learning material has a strategic role in supporting English language teaching. It provides anything which is used by the teacher or learner to facilitate and support the language learning in every teaching and learning process. Moreover, McKay (2002) stated that it is important to provide students with an opportunity to learn their own culture and to learn the language needed to explain the cultural elements in English. Furthermore, a study by Kirkpatrick (2008) on English teaching in Indonesia argues that Indonesian EFL students, although not specifying the level of study, prefer to use English when talking about familiar subjects, such as their own culture. Their familiarity with local cultural values seems to facilitate their use of spoken English in more expressive ways. It provides an experience of the language in use or helps the students to make discoveries about the language for themselves. However, many textbooks still give a lot of exposure to foreign culture.

Folktale story consists of a sequence of events, plots, and many actions that are suitable to get the students' attention and encourage their motivation in learning. Besides, the local-folktale story is taken from other sources rather than only based on the literary books used in the classroom and it will avoid the boredom of the students because the new material is interesting for them. Csabay (1996) stated that one way to arouse students' interest can be achieved by bringing something extraordinary and new into the language class. Previous research conducted in Denmark, Japan, and the US by Virtue and Vogler (2009), found that folktales are useful and accessible for elementary students as a means of learning the culture. Folktale texts are successful at boosting either Danish, Japanese or American students' reading motivation and supporting their literacy development. Therefore, this research is conducted to develop better materials especially for local folktale-based speaking materials for teaching English in High School students.

Based on the illustration above, the objectives of the research are:

1. To identify the learning needs of the tenth-grade students of SMK-SMAK Makassar for improving their speaking skill.
2. To develop and find out the effectiveness of the local folktale-based English materials for teaching speaking skill to the tenth-grade students of SMK-SMAK Makassar.

REVIEW OF RELATED LITERATURE

Mantra and Maba (2018) conducted a study about Enhancing the EFL Students' Speaking Skill through Folktales based Instruction in Bali. The research result showed that the students' speaking skill improved significantly in the second cycle compared to the first cycle. The questionnaire result also showed that the students strongly enjoyed learning speaking through the integration of folktales based instruction.

Agustini (2013) have conducted about The Use of Folktale to Improve the Speaking Skill. The result was clear that the obtained comparative percentages of the

items of the questionnaire indicate the subjects' positive changing attitudes and motivation in speaking by using folktale.

Menggo, Ketut and Made (2013) conducted a research about The Effect of Discussion Technique and English Learning Motivation toward Students' Speaking Ability. Further, Tahir (2014) conducted a research under the title is Using Drama to Improve the Students' Speaking Ability: An Experimental Study at SMA Negeri 2 Binamu Jeneponto. Moreover, Sabbah (2015) have conducted a research about developing speaking skills by using debate in English Major at University of Palestine.

RESEARCH METHOD

This research employed Research and Development using ADDIE's model by McGriff (2000). This research involved class 1 D of SMK-SMAK Makassar which consists of 35 students. There are three instruments of this research. The first was questionnaire which was developed based on the theory of need analysis by Nation and Macalister (2010) that classified the needs into necessities, lacks, and wants. It was designed using likert chart and based on the theory of characteristics of effective materials by Nunan (1988), Richard (2001), and Nhung (2016) which consisted of 26 statements with 4 options (strongly agree, agree, disagree, and strongly disagree).

Another type of instrument was guideline of interview. The interview in this research was conducted twice. The first interview was given to the teacher to find out the students' learning needs and preference, as well as the condition of available speaking materials that they used in teaching. The second interview was to get the teacher's idea, feedback, comment, and suggestion about the developed materials after the implementation. All of the interviews consisted of 10 main questions.

Focus Group Discussion was also conducted in need analysis phase to find deeper data about the students' learning needs in speaking skill. 7 students were asked about five main questions, then they were required to answer some questions related to questionnaire. So, the researcher could find out more about the students' lack in

speaking. The last instrument was speaking test in pre-test and post-test to know the effectiveness of the product.

FINDINGS AND DISCUSSION

1. The Students' Learning Needs

Students' learning needs are essential to be identified in developing learning materials. It is used in designing and developing materials in the research and development approach. These needs were collected by distributing questionnaire to the students, interviewing the English teacher, and also interviewing seven students in focus group discussion to find out deeper data about students' needs. The questionnaire contained some statements which are designed in likert scale. It aimed to find out students' learning needs based on three learning needs categories according to Nation and Macalister (2010), they are: necessities, lacks, and wants. The students' learning needs are elaborated as follows:

a. Necessities

According to Nation and Macalister (2010) necessities deal with the students' view about the demand of their target situation. The outline of the students' view is as follows:

Aspect of Learning Needs	Items of Learning Needs	Students' Response	Source
Necessities	Students' perception about English speaking skill	English speaking skill is important	Quest number 1 and FGD
	Time to practice speaking	No one students has time to practice their speaking skill	Quest number 13 and FGD

Based on the result of questionnaire, most of students strongly agreed (74.29%) with the first statement, having English speaking skill is important. Hence in the focus group discussion (FGD), they said that it is international language and it will be easier to communicate with foreigners by using English. They also realized that having English speaking skill would be beneficial for their future career. Al-Tamimi (2014) found out that public speaking may open greater possibilities of

employment opportunities and marketability as well.

Most of them (54.29%) said that they did not have enough free time to speak English outside of the class. Automatically, they practiced their English speaking skill only when the teacher instructed it or when they have tasks. Beside, practicing is very important in improving speaking skill. Scott (1981) mentioned three stages to complete the teaching of speaking. They are stating objectives, presentation, and then practice and production. Therefore, it can be concluded that all of the students perceived that having English speaking skill was important, even though most of them did not make more effort to improve their English speaking skill.

b. Lacks

The second category was lacks which were gap between the existing proficiency of the students and their target proficiency (Nation and Macalister, 2010). The students' lacks can be seen in the table below:

Aspect of Learning Needs	Items of Learning Needs	Students' Response	Source
Lacks	Problem in speaking	<ul style="list-style-type: none"> ▪ Lack of confidence ▪ Lack of vocabulary ▪ Incorrect pronunciation ▪ Use improper grammar ▪ Unfamiliar topic 	Quest number 4, 5, 6, 7, 24 and FGD
	Background knowledge about local folktales	Recognizing the Indonesian story: <ul style="list-style-type: none"> ▪ <i>Tangkuban Perahu</i> ▪ <i>Malin Kundang</i> ▪ <i>Putri Taddampalik</i> ▪ <i>Legenda Gunung Lompo Battang</i> 	FGD

Based on the data from the questionnaire, the students were lack of braveness and confidence to speak English both with their friend and in public (45.71%). Whereas, there will be no progress without practicing. So, there is a need of self-confidence to practice the language in effort of improving speaking skill for each student. According to Yee and Abidin (2014) stated that public speaking is applied

for leadership/personal development, business, customer service, large group and mass communication as well. Public speaking is also necessary in terms of social life as it assists expand social circle. Public speaking aids individual to build better relationship. The relationship can be built with successful like-minded people and making new friends (Nikitina, 2011).

Based on the findings from FGD, less of English learning on practicing speaking skill, lack of vocabularies and grammar understanding, feel afraid of using incorrect words and speak incorrect pronunciation are the difficulties which they faced in English speaking skill. And then, the students also sometimes did not have background knowledge about the topic. Hence, it was found out that there were still many difficulties which students faced to improve their English speaking skill.

c. Wants

The third category, wants deals with students' preference in learning. It refers to what students wish to learn (Nation and Macalister, 2010). The students' wants can be seen in the table below:

Aspect of Learning Needs	Items of Learning Needs	Students' Response	Source
Wants	Speaking materials <ul style="list-style-type: none"> ▪ Genre ▪ Length ▪ Other characteristics 	Narrative text Maximal 2 pages Equipped with pictures and full color	Quest. Number 21 and FGD
	Speaking activities	<ul style="list-style-type: none"> ▪ Discussion ▪ Drama ▪ Summarize the story ▪ Debate 	Quest. Number 23
	Learning strategy	Group work, partner work, and individual.	Quest. Number 25
	View about Local Folktales	Interesting and motivating	Quest. Number 15, 16, and FGD

The findings of this research found out 54.29% of students thought that additional materials is needed to improve their speaking skill, it was supported by the data from FGD that they need more English learning particularly on practicing

speaking skill. They preferred to work in group (68.57%) and in pairs (62.86%) in classroom activities because they thought it was more effective on practicing English speaking skill. It was supported by Marzano, et al (2005), cooperative learning and other group activities can be effective classroom instructional strategies, not only academically but also as ways to develop students' relationships with one another.

According to the data of questionnaire, they more liked to discuss an idea or story (74.29%), make drama dialogue based on story before perform it (37.14%), summarize a story by using their own words (22.86%), and express their opinion about one statement/debate (11.43%). Krieger (2005) defined debate as an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. All of these are activities carried out in group or pairs. Further, most of the students (54.29%) enjoyed listening and reading folktales from their area, and also they would be more eager to speak English related to their local culture (37.14%). It was supported by Chastain (1988) who stated that teaching culture in EFL classrooms has got a crucial role of the course. Tavares and Cavalcanti (1996) believe that culture and language are interrelated and language is used as the main medium through which culture is expressed. Thus, it can be said that students wanted to do some activities which could be done with their seatmate or classmate, particularly in improving English speaking skill. And then, most of them liked materials related to the local folktales.

d. Students' Profile and Teacher's Interview

The students' profile can be seen in the table below:

Domicile	Length of Domicile		Σ
	>10 Years	<10 Years	
Makassar	21	11	32
Outside of Makassar	3	0	3
Σ			35

The table above shows the students' profile in SMK-SMAK Makassar. Based on that data, the researcher designed and developed supplementary materials in order

to improve students' speaking skill, named Local Folktale-Based English Materials for Speaking Skill. There are six local folktales which were chosen by considering students' background tribes. Most of them (60%) had been living in Makassar for more than 10 years. They are originally *Makassar* people and the other students are *Bugis* people.

An interview was conducted for the English teacher other than the focus group discussion and questionnaire for the students. The result of the interview with the teacher was also used as reference to find out more data about the available speaking materials and activities, then to identify the students' learning needs. The result showed that the teacher used variety technique of teaching speaking like introduction, speech, group conversation, dialogue in pairs, and also presentation. However, she usually took a book from library and then added the materials from the internet because only exercises in the available book, there was no any materials. Further, she perceived that the students probably more understand the materials that they have known before like local folktale.

It can be concluded that students need supplementary speaking materials as the book for tenth grade students of Senior High School because the available book is lack of materials, only exercises. The local folktale-based English materials book contains some local stories which will help students in comprehending the text better. Not only stories, but the book also provides teacher's manual which can help teacher in guiding students to finish the exercises.

2. The effectiveness of Local Folktale-Based English Materials for Teaching Speaking Skill

Local Folktale-Based English Materials are speaking materials which used local folktales from South Sulawesi as the main materials. The speaking activities were designed by considering these stories and students' needs. These materials were developed through 5 steps of ADDIE model (Analysis, Design, Development,

Implementation, and Evaluation). The process of the development is described as follows:

a. The Design of Local Folktale-Based English Materials

After all the data had been collected in Need Analysis phase, the researcher designed the materials based on the data. The design included objective of the subject, course description, description of learning activity and description of folktales and speaking materials.

1) Objective of the Subject

Students are able to express their idea, communicate effectively, encourage their critical thinking, convey information, and respond to the others' idea. They are also expected to be able to understand basic speaking skill and improve their speaking skills through practice.

2) Course Description

Local Folktale-Based English Materials are speaking materials that consist of six local folktales along with speaking activities which are related to the story. The folktales are taken from the students' area that is South Sulawesi. The students learn speaking skill by using the folktales as well as some speaking activities which are sequenced into vocabulary, reading, writing, and speaking itself by choosing three main activities: discussion, drama, and debate. The main activities are designed to let students practicing speaking skill in groups and pairs.

3) Description of the Learning Activities

The learning activities included in Local Folktale-Based English Materials were designed based on the students' preference that had been taken from the result of students' needs analysis as well as considering the objective of this course. The materials consisted of some activities like vocabulary exercise that enable students to know some unfamiliar words before read the story. The other activities like character tree, story puzzle, and finding the generic structure that enable students to find out the main idea of story and know the generic structure of narrative text. Further, there were three main speaking activities like discussion, drama, and debate

that were to encourage students to be able to more practice the speaking skill. And the last activity is being the author which could be homework for students.

4) Description of the Folktales

The reading materials were 6 folktales from South Sulawesi, those were obtained by interviewing some experts and conducting literature review. The researcher decided to take 6 folktales: Prince Lamadukelleng (a folktale from Makassar), The Legend of Lompo Battang Mountain (a folktale from Gowa), I Lapung (a folktale from Makassar), Pung Buaja and Pung Kura-kura (a folktale from Soppeng), Nenek Pakande (a folktale from Soppeng) and La Upe (a folktale from Bone). Considering the students profile that most of them had been living in Makassar and Gowa for long time, 3 stories from Makassar and Gowa were chosen to meet the students' culture. Then, 3 stories from Buginess were also selected because some of the students were originally Buginess.

b. The Implementation of the Materials for Teaching Speaking Skill

The material had been validated and revised based on the validator's correction and suggestion. After that, the Local Folktale-Based Materials were then implemented in real classroom situation. In order to know the effectiveness of the materials, experimentation was conducted during the implementation. In the first meeting, the researcher conducted pretest to know the students' English speaking skill before the materials were used. Then in the next meetings, the students were taught using Local Folktale-Based English materials in 6 meetings. After that, the researcher conducted posttest to know the students' English speaking skill after implementing the materials. Besides, the researcher distributed questionnaire to the students to find out their response about the use of the materials. In addition, the English teachers were interviewed to obtain feedback and suggestion about the materials.

The effectiveness of Local Folktale-Based English Materials for teaching speaking skill can be seen from the result of experimentation, questionnaire of students' response, and interview to the teachers.

1) The Result of Experiment

After analyzing the data using test of significance, it was found that there was significant difference between the result of the students' pretest and posttest. The result of the T-test computation of the students' score in the pretest and posttest showed that the t-table (2.032) was lower than the t-test (10.493). Therefore, it can be interpreted that there was a significant difference between the students' pretest and posttest. So, it can be concluded that the implementation of Local Folktale-Based English Materials could improve the students' speaking skill.

According to the data of students' observation form in each meeting, the most effective speaking activity was discussion in terms of Literary Circle. The students liked the way this activity work which allow the students to express their idea and improve their speaking skill by considering their role as group discussion leader, summarizer, word master, culture collection, connector, and passage person. The other activities like drama and debate were also effective to improve students speaking skill. The students liked these three main activities (discussion, debate, and drama) because they were developed based on local folktales. Further, they perceived that these activities were interesting.

2) The Result of Students' Response Questionnaire

The researcher distributed questionnaire to the students to know their responses toward the use of Local Folktale-Based English Materials. The data was analyzed by using Likert Scale. The results show that the students responded positively toward the use of the materials. Most of the students agreed that Local Folktale-Based English Materials were interesting, motivating, and effective to be used as learning materials because it could improve their speaking skill. Besides, they strongly agreed that the materials enable them to know more about their culture and folktales from South Sulawesi. Moreover, they perceived that the learning materials enable them to express their idea in speaking, learn vocabulary, grammar, recognize purpose and structure of narrative text.

3) The Result of Interview with the Teacher

The data from interviewing the English teacher describe that she had positive perception toward the content and input of Local Folktale-Based English Materials. She said that the materials were suitable with curriculum 2013, particularly for teaching speaking by using narrative text. She also said that the three speaking activities like discussion, debate, and drama could be explored by students, therefore, they might be learn by themselves. Moreover, by seeing the students' progress, she perceived that the materials and activities made students interesting. Further, the language use and the instruction were simple and compatible enough to be understood by the students. Nevertheless, she added that although the students understood the instruction in that material, the teacher still has to explain the activity to make it clear.

CONCLUSION AND SUGGESTION

Local Folktale-Based English Materials are speaking material that consists of 6 local folktales along with speaking activities which related to the story. The folktales are taken from the students' area that is South Sulawesi. The students learn speaking skill by using the folktales that have been read as well as some activities which are sequenced into vocabulary, reading, speaking itself (discussion, debate, and drama) and writing that could be their homework. The activities are designed to let students conveying their ideas briefly, clearly, confidently in speaking as well as appropriate vocabulary and pronunciation.

Local Folktale-Based English Materials are interesting, motivating, and effective to be used as learning materials. The materials enabled students to express their idea, communicate effectively, encourage their critical thinking, convey information, and respond to the others' idea. They are also expected to be able to understand basic speaking skill and improve their speaking skills through practice. Further, it helps teacher to add teaching resources used in teaching narrative text since the materials are suitable with curriculum 2013.

In relation to the conclusion above, the researcher would like to suggest the following points:

1. In teaching speaking skill, English teachers should be creative in presenting materials of the lesson by considering the students' preference in order to make the students enthusiastic to learn.
2. The students are suggested to use Local Folktale-Based English Materials as one of learning materials to improve their speaking skill because the materials were constructed based on their learning preference.

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